

Hershey and the World: The 5 Themes of Geography and Google Earth

Grade Level— 6-12

Standards—

Pennsylvania Academic Standards for History:

8.1.6B, 8.1.9B, 8.4.6C, 8.4.6D

Pennsylvania Academic Standards for Reading, Writing, Speaking, and Listening:

1.1.8B, 1.1.8G, 1.2.8A, 1.4.8C, 1.5.8A, 1.5.8B, 1.5.8C, 1.5.8D, 1.5.8E, 1.5.8F, 1.6.8A, 1.6.8C, 1.6.8D, 1.6.8E, 1.6.8F, 1.8.8B

Pennsylvania Academic Standards for Geography:

7.1.9A, 7.1.9B, 7.2.9A, 7.3.9A, 7.3.9B, 7.3.9C, 7.3.9D, 7.4.9A, 7.4.9B

Materials Needed—

- computer lab
- projector
- Google Earth User Guide, <http://earth.google.com/intl/en/userguide/v4/>
- [5 Themes of Geography graphic organizer](#)
- [Cocoa Producing Regions Venn Diagram](#)

Teacher Background—

In this lesson students will use the 5 Themes of Geography (location, place, human-environment interaction, movement, and region) and Google Earth to determine the unique geographic characteristics of the cocoa producing areas of the world: Caracas, Venezuela; Bahia, Brazil; the Caribbean islands of Granada and Trinidad; the African countries of Cote d'Ivoire (Ivory Coast) and Ghana; and the Asian country of Indonesia. Caracas, Bahia, Granada and Trinidad are names of streets in Hershey that are associated with the production of cocoa at the time the town was developed at the turn of the 20th century. Since that time the main cocoa producing region of the world has shifted to Africa and Asia. Therefore, Cote d'Ivoire, Ghana, and Indonesia will be compared to the American cocoa producing region to investigate what geographic similarities and differences exist to help determine if there is a geographic explanation for the shift to Africa and Asia. By completing this lesson, students will be reminded that geography is much more than memorizing place names as they use the powerful geographic tool Google Earth to help them answer the essential questions. *Prior to using this lesson students should be familiar with the 5 Themes of Geography and teachers should have at least a basic familiarity with Google Earth (Google Earth is a free download from Google.)*

Essential Questions— (Post these questions in a visible location in your classroom)

What are the geographic differences between Hershey, Pennsylvania and the cocoa producing regions of the world?

How can geography explain the shift of cocoa production from the Americas to Africa?

Activating Strategies—

Step 1—As students enter the classroom, have an aerial image of Hershey from Google Earth projected for students to see. Be sure to have roads identified on the image so that students can see Granada, Caracas, and Bahia Avenues. Trinidad Avenue is located north of the chocolate factory and may be difficult to locate with the street name.

Step 2—Have students locate street names they think are associated with cocoa producing regions. Be sure to guide students to Granada, Caracas, Bahia, and Trinidad.

Step 3—Ask students what they know about these places. Some answers may include: tropical, some are islands (Granada & Trinidad), and one is a city (Caracas.)

Step 4—Explain to students that these were some of the leading cocoa producing places in the world when the community of Hershey was developed at the turn of the 20th century. Today (as of 2007) the three leading cocoa producing countries are Cote d'Ivoire (Ivory Coast), Ghana, and Indonesia.

Step 5—Review with students the two essential questions and explain that they will be using their knowledge of the 5 Themes of Geography and Google Earth to answer the questions. *(At this time you may want to review the 5 Themes of Geography and how to use Google Earth with the students)*

Teaching Strategies—

Step 1—Assign students into the following groups: Hershey, Granada, Caracas (Venezuela), Trinidad, Bahia, Cote d'Ivoire, Ghana, and Indonesia.

Step 2—Using Google Earth each group will list characteristics of their assigned place by using the 5 Themes of Geography graphic organizer worksheet.

Step 3—After each group completes their worksheet they will prepare a brief presentation to the class about the 5 Themes of Geography and their place using Google Earth. Each Theme should be addressed with examples from Google Earth.

Step 4—Before the group presentations handout the Cocoa Producing Regions Venn Diagram. Explain to students that as each group presents they are to focus on similarities and differences between the American cocoa producers (Granada, Trinidad, Caracas, and Bahia) and the African and Asian cocoa producers (Cote d’Ivoire, Ghana, and Indonesia). After the presentations students will fill out the Venn Diagram.

Step 5—After the presentations, give the class, working in their groups, 5 minutes to fill out the Venn Diagram.

Step 6—As a class, fill out the Venn Diagram to determine similarities and differences between the American cocoa producers and the African/Asian cocoa producers.

Step 7—Each group is given 5 to 10 minutes to discuss the essential question: How can geography explain the shift of cocoa production from the Americas to Africa?

Step 8—

Option A—Each student writes a persuasive 5 paragraph essay on reasons why cocoa production has shifted to Africa and Asia.

Option B—Each group prepares their arguments for why cocoa production has shifted to Africa and Asia. Each group is then mixed with at least 1 member from every group. Each group member then briefly shares their group’s arguments. At the conclusion of the argument sharing the new group discusses common arguments to form a hypothesis. The new groups can then report their hypothesis back to class or they may work as a group on a research project to prove their hypothesis.

Summarizing Strategies—

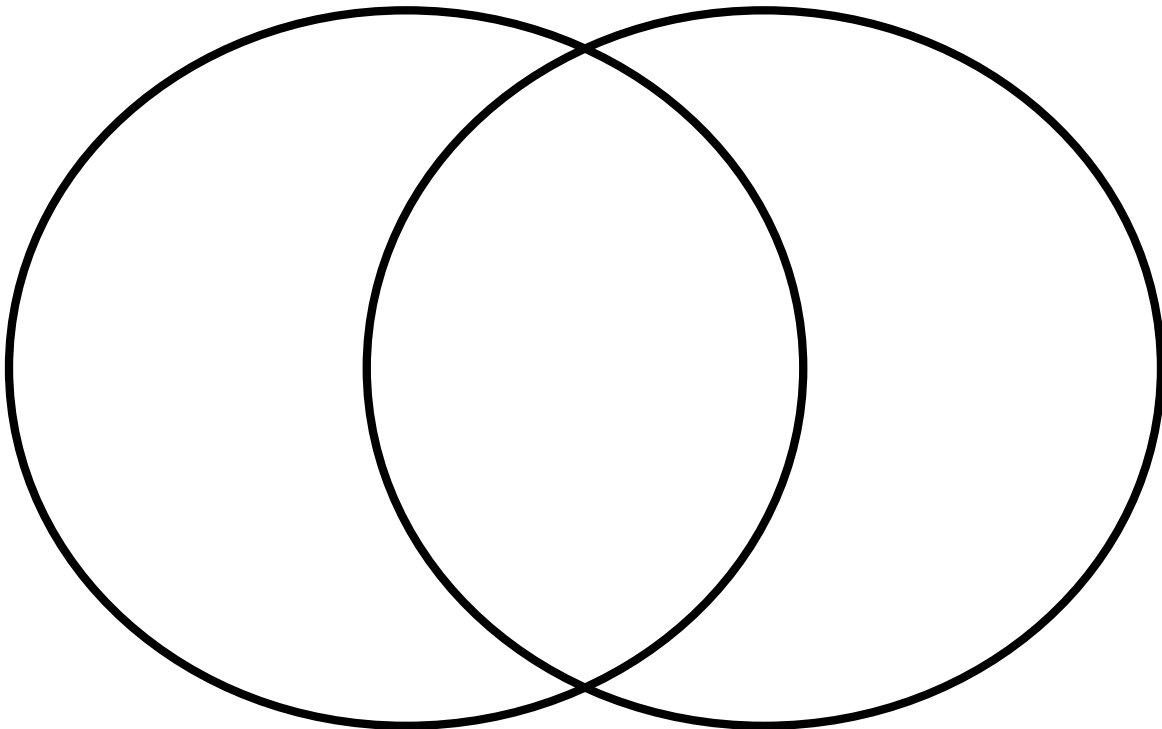
1. 5 Themes of Geography graphic organizer worksheet
2. Cocoa Producing Region Venn Diagram
3. Group discussion of essential question (Step 7)
4. 5 paragraph essay or Group hypothesis formation / research (Step 8)

Cocoa Producing Regions

A Geographic Comparison

America (old)

Africa & Asia (new)



How can geography explain the shift of cocoa production from the Americas to Africa?

5 Themes of Geography

